DOCUMENT RESUME

ED 299 984 IR 052 432

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TITLE Preservation and Conservation and Their Teaching: The Methodology of Vienna '86.
INSTITUTION International Federation of Library Associations, The Hague (Netherlands).
PUB DATE Aug 87
NOTE 16p.; Paper presented at the International Federation of Library Associations (IFLA) Pre-Session Seminar on International Colloquium on Education and Training of Library, Information and Archival Personnel (London, England, August 10-14, 1987). For a related paper, see IR 052 431.
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Responsibility; *Archives; Cultural Background; Developing Nations; *Environmental Influences; Foreign Countries; Graduate Study; Guidelines; Information Systems; *Library Education; *Library Materials; *Preservation; Professional Continuing Education; Seminars; Technological Advancement
IDENTIFIERS Resource Management

ABSTRACT

This paper discusses a seminar on the Teaching of Conservation and Preservation Management for Librarians, Archivists, and Information Scientists, which was organized jointly by the FID (Federation Internationale de Documentation), the ICA (International Council of Archives), and IFLA (International Federation of Library Associations) and held in Vienna, Austria, in April 1986. Included in the paper are: (1) definitions of the terms preservation, conservation, and restoration, as enunciated in the IFLA Statement of Principles on Preservation and Conservation (1979); (2) a brief list of facts about the 1986 Austrian seminar (purpose, program, attendance, and names of co-chairpersons); (3) reviews of 12 papers presented at the seminar; and (4) nine resolutions drafted by seminar participants. (7 references) (CGD)

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PRES SESSION SEMINAR ON INTERNATIONAL COLLOQUIUM ON EDUCATION AND TRAINING OF LIBRARY, INFORMATION AND ARCHIVAL PERSONNEL.
LONDON 10-14 August 1987

IFLA 1987

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PRESERVATION AND CONSERVATION AND THEIR TEACHING: THE METHODOLOGY OF VIENNA '86

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PRESERVATION AND CONSERVATION AND THEIR TEACHING: THE METHODOLOGY OF VIENNA '86

Introduction

A fitting tribute to the book was made by Rufus Choate when he said that "the book is the only immortality." But ravaged by time and by natural and unnatural elements, the book is doomed to die if no measures to conserve, preserve or prolong its life are made by those who would like to see this living memory of man's achievements repose in our libraries. Therefore, the preservation and conservation of library materials has been the concern of librarians and other involved in the information transfer process, ever since John Murray warned about the deterioration of books in 1824. It has also been the concern of library educators as reflected in courses in conservation and preservation in the curricula of many library schools. In view of the importance of preserving and conserving man's cultural heritage, IFLA has made Preservation and Conservation as one of its core programmes in 1983. IFLA noted in its statement of Principles on the Preservation and Conservation of Library Materials that

> In order to fully understand preservation and conservation problems, any librarian responsible for these tasks should not only have some knowledge of the scientific bases and the techniques and materials involved, but also some feeling for the origin and history of the library materials in the collections, their physical composition as well as information content. It is essential that librarians and conservators should recognize that in dealing with books as physical object arising from various historical cultures, traditions and technologies, preservation and conservation should, as far as possible, be carried out in ways sympathetic to the originals. Librarians specially concerned with preservation should have training in these methods, but all students of librarianship should be acquainted with the importance of preservation within the library's overall function and policy.

On the other hand, Unesco has been most concerned in library, information, and archival education. With the RAMP Project, Unesco produced over a dozen documents on the education of archivists. Moreover, in October 1984, it organized the International Symposium on Harmonization of Education and Training Programmes in Information Science, Librarianship, and Archival Studies, as part of its efforts to "promote the

harmonized development, at regional and national levels, of theoretical and practical training programmes of all kinds of information specialists." The symposium produced an Action Plan which provided the basis for this international colloquium. Consequently, in April 1986, the Seminar on the Teaching of Conservation and Preservation Management for Librarians, Archivists, and Information Scientists was held in Vienna, Austria jointly organized by the Federation Internationale de Documentation (FID), International Council of Archives (ICA), and the International Federation of Library Associations and Institutions (IFLA). This paper will discuss this seminar in more detail. The seminar was preceded by the International Conference on the Preservation of Library Materials held in Vienna, 7-10 April 1986.

Suffice it to say, that all concerted efforts are now being directed to the preservation and conservation of library materials, even though the new technologies seem to fascinate and to edge out the traditional approaches to library collection management.

Preservation and Conservation Teaching: the Methodology of Vienna'86

To appreciate the impact of the seminar and to put matters in their proper perspective let me define the terms preservation, conservation and restoration as enunciated in the IFLA Statement of Principles on Preservation and Conservation (1979):

Preservation - includes all the managerial and financial considerations including storage and accomodation provisions, staffing levels, policies, techniques, and methods involved in preserving library and archive materials and the information contained in them.

Conservation - denotes those specific policies and practices involved in protecting library and archive materials from deterioration, damage and decay, including the methods and techniques devised by technical staff.

Restoration - denotes those techniques and judgements used by technical staff engaged in the making good of library and archive materials damaged by time, use or other factors.

The seminar was organized with the purpose of "providing a forum in order to exchange experiences, identify areas of common concerns, and make recommendations for the development of guidelines for the teaching of conservation and preservation in the information profession." It was attended by 49 participants from 30 countries. A dozen papers were presented. Dr. Edith Fischer and Dr. Josephine Fang chaired the seminar.

The first paper presented on Preservation Education in Library Schools by Merrily Smith of the National Preservation Program Office of the (US) Library of Congress emphasized the importance library preservation which is "not necessary, important, and urgent; it is also an integral part of contemporary librarianship." Because of the complexity and magnitude of the problems generated by deteriorating library collections and the considerable time, money and effort invested by libraries in the preservation of library materials, she said that "library schools should produce graduates who are conscious of preservation and who are prepared to join in a preservation-conscious profession." The training of preservation administrators is very necessary. Each library should have one such trained person.

Ms. Smith also described a model for the organization and components of an ideal preservation program for an academic or research library. She noted the duties of the preservation administrator to be:

1) monitoring and control of environmental conditions in the library;

2) development of plans for disaster preparedness;

3) education of library staff and library patrons;

4) consciousness-raising about library preservation on both the local and national levels; and

5) development of a program for mass deacidification for library materials.

Other components of the ideal preservation program that would be organized into individual units that would report directly to the preservation administrator are:

1) preparation of materials for shelving;

2) preparation of materials for commercial binding;

3) maintenance of the stacks or storage areas;

4) physical treatment of selected individual items; and

5) preservation replacement.

The role of the preservation administrator must not be confused with other preservation professionals (conservator, for example) in the library. The preservation administrator must be able to plan, organize, and implement all aspects of a preservation program; interpret the principles and practices of conservation to his colleagues; train technicians to perform hands-on procedures; and be informed of all activities and developments

that relate to all aspects of library preservation. On the other hand, the library conservator is one who has at his disposal "detailed technical information about the materials and techniques of paper and bookmaking, causes of deterioration or damage to the full range of library materials, the range of methods and materials that can be used in conservation treatment, and the implications of any treatment proposed." The conservator must be able to provide technical information to the preservation administrator, heads of special collections, curators, and others.

Ms. Smith suggests that the educational qualification for a preservation administrator should be a Master's degree in Library and Information Science or in some related professional area preferably from a school with library preservation program. For the library conservator, a college degree is required or sometimes a Master's degree in art conservation, including chemistry, art history, studio art, the book arts or history of the book. Most important, the training should include "intense and prolonged (from 2-7 years) hands-on-practice of conservation techniques under the direction of a professional conservator."

To produce graduates who are conscious of preservation and who are prepared to join a preservation-conscious profession, library schools should offer an introductory course on the conservation and preservation of library materials. The course should be required. The course should include the nature of library materials, how they are made and how and why they deteriorate, the impact of environment and use; the options available for preserving library materials such as programs for binding, environmental control, microformatting, deacidification; and management approaches to preservation, including policy-making, preservation planning and reorganization of a preservation program in the library.

In the absence of such an introductory course, the concepts of preservation and conservation could be integrated in courses on Introduction to Librarianship, History of the Book, Collection Development, Serials courses, and Academic Librarianship. Ms. Smith advises library educators who have not dealth with preservation in their courses to keep up with the literature on library preservation by reading, attending conferences and becoming active members of professional organizations such as IFLA and ICA.

The Lemke-Dosa paper on Preservation/Conservation Education: Today and Tomorrow examines the education of librarians, archivists and information scientists for professional work in archives and records management under the following headings: observations on philosophical underpinnings; preservation/ conservation education today; content of current programs; records management; target groups for preservation education in the United States; changing information environments; examples of meeting new needs; use of diversified media, information resources management, preservation/conservation education: tomorrow and recommendations. The authors drew mainly from the

experience in the United States, but they discussed the issue of professional development in the international context. Preservation/conservation education is a crossdisciplinary area of study and policy where humanistic values, social consideration and economic orientation converge. This refers both to environmental management and information management where the development of the professional workforce shows some parallelism in the conceptual orientation of their education programs. Both require 1) a balanced approach to applied science and applied management; 2) equal attention to humanistic values and technological economic preparedness; 3) abilities to synthesize theories and skills for use in professional practice; 4) analytical thinking for the study of interrelationships of individual needs, social requirements, the physical forces of nature and the availability of modern technology; 5) a public policy orientation that fosters an understanding of legislative and regulatory processes and the ways people interact with the government in a particular politicoeconomic system; 6) appreciation of the problem of measuring the social benefits of effective environmental management and information management; 7) intercultural sensibility and communication skills enabling professionals to cooperate with each other in both domestic and international programs; and 8) study of the three key aspects of technology which are innovation and sources of new products and process technology assessment, and technology transfer from research to practice as well as from one culture to another.

Contemporary preservation is not only conserving past records but is concerned with currently created records in any form and their survival into the future. Therefore, high quality education of preservation professionals and paraprofessionals must be provided by each country according to their training needs, as well as cultural, economic and climactic conditions of the country. The United States was cited as having 85 percent of the library and information science schools offer courses, sections of courses or seminars on preservation. These courses emphasize the physical properties of paper and binding, some aspects of preservation management, practical projects, environmental control, preservation program planning, etc. A strong link is found between archival administration and records management which emerged as a professional activity in answer to the growing complexity of records in both the public and private sectors. Since both require an infrastructure in society, it is necessary that educators and policy makers establish the all-important linkages between these professional groups to provide the vitality of interaction among the components and because of the growing role of social intelligence in development planning. What may be administrative records today may become the socio-economic data of tomorrow.

The authors noted five target groups for preservation education which will require a well-rounded preservation program or workshop and these are: 1) students who plan to become professionals in preservation laboratories of libraries, archives, and other information agencies; 2) currently employed

preservation staff members who do not have formal preservation education in the past; 3) librarians, information scientists and archivists who are engaged in acquisition, collection development and maintenance; 4) records managers who are trained in electronic data processing but need to understand the interrelationship of their work with other professionals; and 5) publishers whose products would be enhanced by seminars and symposia on the use of acid-free paper or binding, nondestructive inks and glues and quality films an disks. The changing information requirements should also be the concern of educators when they plan new courses or seminars on preservation education. These are: 1) high degree of specialization in professional practice and scientific research in all disciplines; 2) information requirements of multidisciplinary terms working in health-related, agricultural, social, environmental and other applied research areas; 3) proliferation of data, information and knowledge products in old and new forms; 4) growing information literacy in society; 5) predicament of researchers, planners and administrators in developing countries who are keenly aware of the benefits and perils of technology transfer between economically uneven partners; 6) increased demands for scientific, legal, medical and other specialized information by nonspecialists; 7) data needs of professional practitioners; 8) the utilization of research results for policy formulation and lack of good dissemination mechanisms that would transfer usable information from data archives to policy makers and practitioners; 9) diversification of information needs in cultural and social groups, etc.; 10) availability of diversified and less expensive technology for retrieval and transmission of information; and 11) need for information intermediaries and counselors in all branches of information work who can provide access to records archival collections, information systems and libraries working in "partnership" with the information users. To meet these new information needs, library educators should recognize the use of new media in archives and records centers, macchine-readable records, information and telecommunication policies and the emergence of information resources management when planning or introducing innovations in the archives and records management curriculum.

In the light of new developments in the information environment, the authors propose subjects that might be included in the curriculum such as 1) housing, equipment, work areas and appropriate technology concepts; 2) security: right balance between access and protection; 3) economic and legal issues; 4) selection of records in relation to the purpose of the institution and the realistic preservation considerations; 5) bibliographical control; 6) issues in the utilization of information in records and archives; and 7) reproduction techniques. In addition to these, the authors propose other subjects that will help in the development of a holistic understanding of professional interdependence. These are: 1) relationships between records and archives management; 2) professional ethics; 3) national and international information policies; 4) changing social environment or archives and records

work; 5) issues and sources of standardization and the compatibility of machine-readable records systems; 6) benefits methods of transnational cooperation; 7) information and experience sharing networks; 8) information counseling in archives and records centers; 9) basic research methods for archivists, librarians and records managers; 10) concepts and practice in information research management; 11) dissemination of information within and outside of specialities; 12) user education principles and techniques; 13) technology transfer from research into practice; 14) communication skills in joint professional projects; 15) funding sources for special projects and proposal writing; 16) computer security, privacy and ownership of information; 17) electronic publishing, messaging and teleconferencing; and 18) organization of cost-effective seminars, workshops and symposia. Some of these subjects could be brought together into seminars.

The authors further recommend formal instruction to be handled by professional conservators. Classes should be small to allow for the integration of lectures, discussions and laboratory experience, preferably sited in institutions with professional preservation staff. A graduate certificate program is desired. The professional and paraprofessional functions should be delineated in the courses. In the absence of formal instruction, nonformal instruction should be provided. Short-term education opportunities by way of seminars, workshops, etc. could be planned; distance education is a potential vehicle for this kind of learning. Conservation centers may also provide the training for conservators. Research in preservation problems as topics of thesis and dissertations should be encouraged by library schools. Internationnal agencies such as ICA, IFLS, FID and UNESCO should continue their leadership in these areas and should sponsor more seminars, noting that "preservation and conservation management is beginning to be seen as a tool of development" and has the potential to become a force in national life.

The role of national libraries in the conservation education of libraries was ably presented by Mr. Otto Wachter, head of the Institute for Restoration of the Austrian National Libraries. Drawing from his experience as a conservator, he said that since "national libraries are the teachers of librarians", and that national libraries are generally the biggest libraries in their countries and would have staff and facilities, for preservation and conservation. As such, the national library would be the best place to offer a preservation education program for librarians. He believes that librarians should have a solid training in preservation and conservation which will include intimate knowledge of prints and manuscripts; techniques of bookbinding; effect of climate and environment on collections; damage caused by microorganisms and insects; chemical environment, pollution, etc. Such a course is offered at the Austrian National Library. It includes also lectures on hygiene of stackrooms, temperature, air humidity, air conditioning, light; simple conservation, restoration and self-made kits like removal of adhesive tapes, small cleaning, etc.; book

restoration; manuscript restoration; mass conservation of newspapers, water-damaged books; etc. Mr. Wachter stressed security, use of good materials for the production of books and the danger of applying unsuccessful conservation/preservation measures. He noted that the conservation practices of libraries has differed from century to century. In the distant past, books were protected from thieves by putting "ex-libris" book plates, or hidden mark between pages, chaining them to the tables or sometimes uttering curses so that the book will not be stolen. Today, electronic safesystems are installed to circumvent thieves from doing their jobs.

Paper was the major concern of librarians for thousand of years. He cited King Eumenes who gave instructions to his scientists to produce lasting parchment. The Egyptians rubbed cedar-wood-oil on the papyri to prevent insects from destroying them. Today, librarians are begging paper manufacturers to produce paper free from acid, alum and lignin. Book publishers, on the other hand, to use more lasting papers for books. The three largest paper mills in Austria are already producing neutral papers for books, but not for newspapers. He further discussed extensively the importance of airconditioning book storage rooms, air pollution, and to reduce photocopying of old and rare books, and most importantly, the question of cost. Mr. Wachter admonishes each country to choose its own preservation policy, but he said that it is part of "the duties of national libraries to formulate preservation policy, to maintain research and to inform librarians about preservation and conservation."

I missed three papers in my files and it was rather late to get copies from Dr. Fischer. However, allow me to quote from the minutes of the seminar.

Mr. Helmut Bansa in his paper on Evaluating Teaching Methods in Conservation and Preservation stressed the need to reorient library education. He said that an assessment of what kind of knowledge should be taught should be made to help in devising a suitable curriculum. He said that the area of conservation and preservation must be present in every library school curriculum just as cataloging and acquisition are musts in the education of librarians. These courses must be either on the specialist or non-specialist levels or both. He recommends the holding of seminars for small groups of students to allow them to study certain themes or aspects of conservation and preservation and to require them to make reports. He believes that as managers and as members of the staff of libraries, it is important that librarians understand conservation and preservation issues and to establish them as an integral part of the functions of libraries.

The other paper is by Ann Russell on the Qualifications of Teachers: Cooperation Between Libraries and Conservators. She mentioned that a basic core of preservation issues should be taught as part of the continuing education of librarians or that elective courses within the master's degree be offered by library

schools. She said that bookbinding should be given less attention, and more emphasis should be on environmental controls, storage, security, disaster prevention, commercial binding, microfilming and reformatting. She said the programs of 17 schools in the U.S. on preservation and conservation has been very popular. She believes that those who will teach conservation/preservation courses should be conservators, preservation administrators and educators connected with a major conservation department. These posts should be joint appointments with a library and that outside experts should be brought in.

The third paper I missed is the paper of Mr. Y.P. Kathpalia on The Teaching of Conservation from the Archivists Point of View. This paper stressed the urgent need for an integrated training course to include the teaching of "preservative, preventative and restorative measures." He said that there should be a common school for librarians and archivist. He noted that since 1976, IFLA centers at Dakar, the Congo, Morocco and New Delhi have served as centers for archive studies. He cited the library school at New Delhi where two courses on conservation and preservation are offered for eight weeks for specialists with a science background, preferably in chemistry; another two courses on microfilming and two for technicians. There is also a diploma course covering all disciplines. Significantly, no fees are charged, because of the grants they receive from Unesco, the German foundation and from some other countries. He said that the main problem in teaching is linguistic in nature; therefore, everything is illustrated. They have build a good library on the topic.

Preservation education in other countries were discussed by Ms. Carmen Crespo of Spain, Mr. B. Alegbeleye of Nigeria, Ms. Jan Lyall of Australia, Mrs. Rosa M. Vallejo of the Philippines and Ms. Qunichun Ai (represented by Ms. Qiao Ling) of China, Ms. Jeanne Marie Dureau of France, and Mr. David Clements of Great Britain. In Spain, instruction on preservation and conservation is offered by the appropriate school of arts and crafts with emphasis on the general and technological mastering of techniques. A literary background is considered necessary. The course is for three years, taught every three hours a day. The first year curriculum covers theoretical training in book binding, history of paper and writing and on practical work on restoration. In the second year, 70 percent of instruction is taken up by practical training while in the third year, it is all practical training. A monograph or dissertation is required for graduation. It is an expensive training in point of number of years, so that later they devised one-year courses. There are only two schools offering professional and graduate courses in Barcelona and Madrid. Around 30 graduates are produced every year. Teaching staff consists of archivists, librarians, chemists, biologists and restorers.

Mr. Alegbeleye discussed the problems of teaching conservation of library materials in Nigeria. The first problem

he noted is the scarcity of teachers of conservation as well as students who are sufficiently motivated to take up a career in conservation. Designing a curriculum that would meet the needs and the harsh realities is therefore a big problem. Another problem is economic in nature. Nigeria is under extreme economic constraints and therefore supporting conservation education programs is deemed frivolous and a luxury. Many African countries, according to him, have a lackadaisal attitude towards conservation. Even when Nigerian would opt to study in other African states, there are very few schools to go. There are only two regional centers in Africa offering courses - one is at Accra in Ghana for Anglophone countries and the other at Dakar in Senegal for Francophone countries. The Ibadan Library School offers also courses on conservation science but has no laboratory for practical work. The absence of acceptable standards to which African contries could conform is also another problem. Another problem noted is the provision of suitable textbooks and appropriate teach aids. Imported textbooks are very expensive. Other problems are the erratic and unreliable supply of electricity, how to convince governments of the value of conservation, the dissemination of research findings, increasing the level of conservation awareness among librarians and archivists, and the production of indigenous conservation equipment and materials.

In Australia, Jan Lyall reported that conservation is practiced in archives and libraries. Art conservation programs were introduced in the mid sixties and by the mid seventies it was agreed that a conservation program was needed. The conservation program introduced in 1978 was expanded in 1981 on several levels including a master's degree. The Unesco regional center was also established. The course is for eighteen months and consists of basic training followed by five months of specialization. The basic unit is archive preservation. There is no short-term training program as there are no funds for this. She believes that short-term courses of one month would create more problems than their being necessary.

In China, there are no conservation or preservation courses according to Qunichun Ai. Traditional methods of conservation and preservation are used at the National Library of China. The problem faced by the libraries is the lack of financial support, no qualified staff and no technology. She believes that there should be cooperation between library schools and universities to utilize expertise and technical resources. Students with science background are suitable to work in the library to assess the problems of conservation and preservation. She hopes that when the new national library building will be completed in 1987, there would be a survey to establish new criteria for the preservation and conservation of library collections.

Prof. Rosa M. Vallejo reported that in the Philippines there is no school for conservators and restorers. Those who now work in archives, museums, and in academic and research libraries received their training either on the job or through

attendance in short-term courses. Some have gone to the United States, Malaysia and Australia to train in archival work. The University of the Philippines Institute of Library Science is the only library school in the country which offers a course in archival administration. As early, as 1958, graduate courses in archival administration was offered by the university under a visiting Spanish professor. Only six students enrolled in the course. When the professor returned to Spain, the interest in archival studies waned. However, aspects of conservation and preservation are usually covered in the regular courses in library administration, acquisition and special materials both in the undergraduate and graduate levels.

In view of the urgent need for archival training, a meeting of experts from nine countries was held in 1985 and the meeting recommended among others, the establishment of an archival training center at the University of the Philippines as an adjunct to the Institute of Library Science.

In France, Ms. Jeanne Marie Dureau noted that there is training in conservation and preservation but this should be remodeled. She said that the courses should be oriented towards three questions - 1) What is patrimony; 2) Where is it conserved? and 3) What treatment and what usage are made for it? The first two parts are theoretical and covers historical or esthetical documents and to show where they could be found in France and in the world. Practical training should also be part of the course.

David Clements noted that in Great Britain there is not suffficient awareness of the urgency of conservation and preservation measures among the public and the government. The Ratcliffe survey of 1984 showed that there is very little priority given on the subject. The survey of 17 library schools revealed that none of these schools considered specialist conservator skills were required or that the library staff should be trained in handling books. There is inertia towards revising the curriculum and that there were no teachers of conservation and preservation in Great Britain.

Complementing the need for preservation education programs as noted in the papers read and comments made during the seminar is the report of Leopold Auer on the work of the ICA, Unesco, FID, IFLA since 1979. Training has been given prominent attention in the Unesco general program of 1979 with emphasis on professional training, conservation and preservation training, problems of recruitment and instruction, establishment of professional courses, validation of qualifications, curricula, methods and equipment. A directory of archival training schools was published in 1985. A volume on special training is in preparation. A glossary of terms has also been published. A world survey of archive and library holdings is being planned. An encyclopedia of information and archival studies is in the blueprint stage.

Each paper read during the seminar was amply and extensively discussed by the participants. There is a consensus in the urgent need to provide conservation education programs in all the countries today whenever feasible according to their respective needs. A tour of the Institute of Restoration of the Austrian National Library and its Hall of Fame capped the seminar.

The participants of the seminar drafted nine resolutions, recognizing that "information sources, in whatever form, constitute an essential national and international resource, and that preservation and conservation, in principle, are an integral part of the total information provision, and therefore should become a fundamental component of education for the information professions." Specifically the resolutions are:

1. To survey the status, worldwide, of preservation education in Library, Archival, Information Science Schools and other establishments, and to prepare a reference source for publication.

2. To develop "Guidelines for the Teaching of Preservation for Librarians, Archivists and Information Scientists", which can be applied internationally, under the auspices of the IFLA Section on Library Schools and Other Training Aspects and the IFLA Section on Conservation, in cooperation with the relevant bodies of FID and ICA.

3. To sponsor an International Seminar to promote implementation of the developed "Guidelines for the Teaching of Preservation".

4. To make Preservation and Conservation, including Education and Training, a theme of an IFLA Conference within the next three years.

5. To establish international exchanges of teachers and preservation experts to provide education and training opportunities in preservation for librarians, archivists and information scientists, especially in developing countries, at the appropriate levels.

6. To recommend the establishing of Centres for Research and Education for Preservation in developing countries.

7. To recommend the inclusion of preservation into courses for Librarians, Archivists and Information Scientists.

8. To endorse the Recommendations of the Conference of Directors of National Libraries on "Conservation of Library Materials", April 7-10,1986.

9. To strengthen communication about preservation

education between IFLA, FID, ICA, UNESCO and other relevant bodies, and encourage harmonization of their activities, such as sharing results of research on preservation, in all parts of the world.

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